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ABSTRACT

In this module, the behavior of secondary school physical education teachers is examined in three areas: modeling, language, and class management and instruction. The objective of the module is to enable teachers to identify behaviors which perpetuate sex-role stereotyping and to select and use language which is not sex biased. Exercises accompany discussions on male and female teachers' behavior and how it serves as a role model for students. Criteria for selecting unbiased audiovisual resources that may provide good models for students are presented. Guidelines are provided for using unbiased language with examples given of sexist language and possible alternatives. Suggestions are offered for bias-free teacher behaviors in class management and instruction. (JD)

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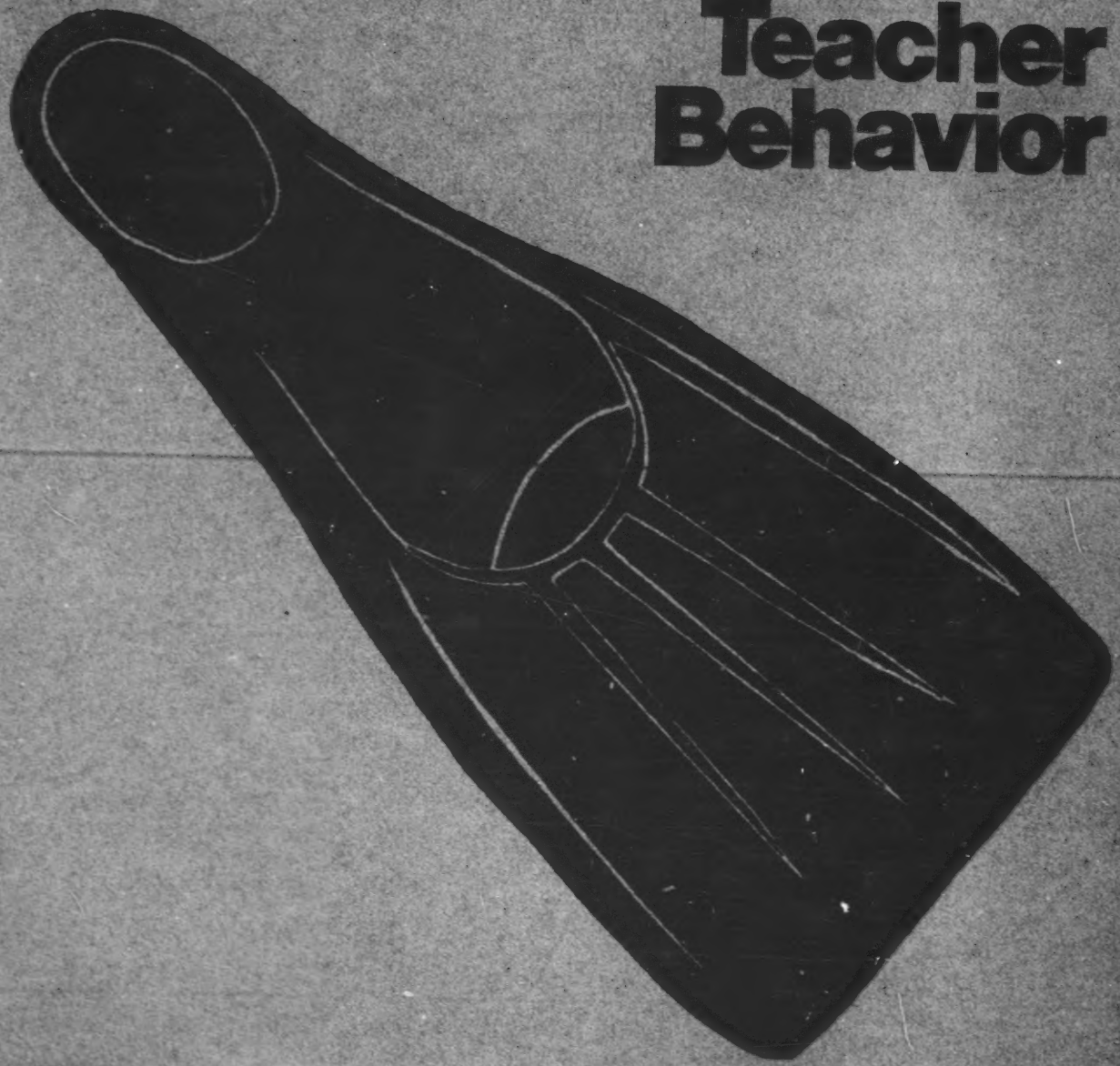
Teacher Behavior



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Physical Educators for Equity

6

Eastern Kentucky University
Richmond, Kentucky

Women's Educational Equity Act Program
U.S. Department of Education

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PHYSICAL EDUCATORS FOR EQUITY

MODULE 6

TEACHER BEHAVIOR

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MODULE 6

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Directions for module use: Read each module, following the instructions given throughout. At any time you may refer to preceding pages.

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INTRODUCTION

This module is one of seven which are to be used as a self-study program. The modules are designed to promote the elimination of sex-role stereotyping and sex discrimination in secondary school physical education classes.

Each module contains written materials, illustrations, and learning exercises with directions for their use. At the end of each module, references are cited and resources for further study are provided. Completing each module will take a maximum of one hour, except for Module 1, which can be finished in less than one-half hour.

The content of the modules is as follows:

Module 1: Introduction to stereotyping and discrimination

Module 2: Sex-role stereotyping and its effects

Module 3: Biological sex differences

Module 4: Title IX

Module 5: Curriculum development

Module 6: Teacher behavior

Module 7: Student performance evaluation

In these modules, material which is quoted or drawn from a specific source is indicated by a reference in the text, such as (5) or (3, p. 113), corresponding to the numbered list of references at the end of each module.

Note: Throughout the modules, female high school students are referred to as girls and male high school students as boys. This is consistent with the designations used by professional organizations and associations which govern and promote various sports. However, it is recognized that in many parts of the country these students are referred to as women and men. Readers are encouraged to substitute the appropriate terms as necessary.

OBJECTIVES

Upon completion of this module, you will be able to:

1. Identify teacher behaviors which perpetuate sex-role stereotyping through:
   a. The example the teacher models before the students.
   b. The language the teacher uses which relies upon sexist referents.
   c. The classroom instruction and management procedures that differentiate between boys and girls.
2. Select and use language which is not sex biased.

INTRODUCTION TO TEACHER BEHAVIOR

Teachers' behaviors are observed by students throughout the students' years of schooling. Students draw upon these observations as they begin defining the appropriateness of certain choices for themselves. Students who see only females in teacher roles before the sixth grade, only males in administrative positions, only males as coaches, only females as teachers of dance, and only females as school nurses begin to draw conclusions based on the persuasiveness of this empirical evidence. Not only do they begin to assume that certain vocations are theirs to choose while others belong to the other sex, but so, too, do they begin to identify with the behaviors exhibited by their own sex when these behaviors differ significantly from those of the other sex. They begin to believe that certain stories are not appropriate for "mixed" company--that certain language is used by the other sex more than it is by their own sex. They observe and classify behaviors that tend to be associated more with male teachers than with female teachers (and vice versa), and they note that teachers tend to treat students differently according to the students' sex.

The teacher's behavior, therefore, is a critical determiner of what is "right," appropriate, expected, and permitted in the student's behavior. Because the teacher's behavior is so influential, it behooves the teacher to act in a manner that allows and encourages the fullest possible attempt to adopt a style that neutralizes the male-female dichotomy. Ideally, students in all aspects of their learning experience will see male and female teachers behaving in ways which are not stereotyped.

In this module, the secondary physical education teacher's behavior is examined in three areas: (a) modeling, (b) language, and (c) class management and instruction. To achieve the objectives of this module, you must first recognize the tremendous influence your verbal and nonverbal behavior and your procedures have on learners. Next, you need to develop an awareness for ways you can effect a reduction of sex-typing in physical education. Ultimately--and perhaps this is beyond the scope of this module--you will modify your behavior, if indicated, in order to reduce sex-role stereotyping in physical education.

EXERCISE 1

Before you read the rest of the module, answer the following questions. Since these questions are for your self-assessment only, try to be as honest as possible in responding.

Do You:	Yes	No
1. Expect male students to be more active, skilled, and interested in physical education than female students?	___	___
2. Anticipate more discipline problems from boys than from girls in the same class?	___	___

Do You:	Yes	No
3. Allow more freedom and self-direction for girls than for boys during practice periods?	___	___
4. Give more praise and criticism to boys than to girls during and after an activity?	___	___
5. Aim instruction more toward the students of your own sex?	___	___
6. Reserve more space and equipment for boys' classes than for girls' classes?	___	___
7. Talk informally more with female students than with male students at the end of the participation period?	___	___
8. Let the girls do the lighter jobs and the boys do the heavier work at the start and finish of class?	___	___
9. Require harder and longer exercise bouts and more vigorous participation by males than by females?	___	___
10. Participate yourself only in activities considered appropriate for your sex?	___	___

Whom Do You Usually:	Males	Females	Equally males and females
1. Ask to demonstrate in a coed class?	_____	_____	_____
2. Draw from the class to be leaders:	_____	_____	_____
3. Assign reports and give written tests to?	_____	_____	_____
4. Use in examples of sports achievement?	_____	_____	_____
5. Select for instructional and bulletin board materials?	_____	_____	_____
6. Encourage to test their physical limits?	_____	_____	_____
7. Suggest explore career opportunities in physical education and related fields?	_____	_____	_____
8. Give attention and individual instruction to?	_____	_____	_____

MODELING

Modeling can be used as a powerful teaching technique. It refers to using the behavior of an individual as an example for others to follow and is a method of teaching complex behaviors. From the teacher and from the environment, students pick up subtle messages which could never be expressed in words alone. Modeling is frequently used by physical educators to teach precise movement skills and subtle performance strategies. Teachers commonly call this type of visual/verbal modeling a demonstration. Demonstration is an efficient way to help students conceptualize and reproduce complex ideas.

Below are some examples which show that teachers use themselves as well as other people as models.

1. Teacher as model

   As Mr. Hart demonstrates the correct putt, he reminds the students to keep the putter blade close to the green throughout the stroke.

2. Student as model

   Pat, who consistently scores well in archery, demonstrates the release, as Ms. Curry reminds the students that the fingers simply relax to loosen the bow string.

3. Group as model

   A group of students demonstrate the phases of the "fast break" in basketball, following Ms. Foy's explanation that the break is executed in three parts: ball possession, clearing pass, and player movement.

ROLE MODELING

Role modeling is a particular form of modeling that has been used to teach complex social behavior. Students are more likely to behave in the same way as the role model behaves if they identify with and admire the model. A teacher can act as a role model if she/he is conscious of the need to do so. In fact, the teacher acts as a role model whether or not that is her/his intent.

To clarify the goal and method of role modeling, three examples follow. Each example is intended to illustrate the power of modeling as an instructional technique.

1. Ethical role modeling

> Jody trapped a fly ball between the ground and her glove, and she insisted that it was a legal catch, although it was clearly illegal. Ms. Kerr pointed out to Jody that she must play the game by the rules: "Remember last week, when we played Central in softball? We lost the game when I confirmed that we had three runs, although the scorebook erroneously showed that we had five. It's hard to lose, but you can't be a true winner unless it's done fairly."

Ms. Kerr's verbal comments to Jody and her own actions in a stressful competitive situation were consistent. Jody was provided with a strong role model--a fact that should have more impact on Jody's behavior than words alone could. If the student holds the teacher in high regard, it is possible that the student will emulate both the verbal and the actual behavior. If there had been a discrepancy between Ms. Kerr's comments to Jody and Ms. Kerr's actual behavior in a game situation, the teacher would not have been an effective role model.

2. Biracial role modeling

Mr. Cobb noticed that the white and Black students avoid working together during physical education class. He invites two college gymnasts to give a gymnastics demonstration for his class. One is Black, the other white. The students see the two gymnasts interact verbally, spot for one another, kid with each other when a move is missed, applaud each other's efforts, and enjoy working together during the demonstration. The demonstration provides a strong role model for biracial interaction.

3. Sex-role modeling

Mr. Mars is the wrestling and baseball coach at Butler High School. At the beginning of soccer class, Mr. Mars announces that he is performing with a folk dance group which will dance at the upcoming Octoberfest. He suggests that the students might like to see skillful dancers because they will have a unit of folk dance very soon.

SEX-ROLE MODELING

Both male and female teachers provide sex-role models. Teachers should examine carefully the kinds of sex-role models that they provide for their students. There are basically two types, which are defined below:

1. Stereotyped sex-role models: the use of people who exhibit behaviors specific to traditional male/female stereotypes.
2. Nonstereotyped sex-role models: the use of people who exhibit a wide range of behaviors which are free of stereotyping.

The implicit sex-role model provided by the teacher may be far more important in encouraging non-sex-role-stereotyped behavior by students than explicit verbal comments can be:

1. If you are a female and you emphasize dance to the exclusion of other activities, you are sending a message to your students that dance is a female activity.
2. If you are a male and you clearly recognize and support the cheerleaders but ignore the girls on athletic teams, you are conveying the impression that supporting "masculine" activities is "feminine" but participating in physical activities is not "feminine."

The potential for positive sex-role modeling in physical education is endless:

1. A male who participates in dance as well as football and obviously enjoys both activities.
2. A female who competes vigorously in rugby but also likes to arrange flowers.
3. A male teacher who lets students know that he is an excellent cook.
4. A female teacher who jogs and does carpentry work as a hobby.
5. The physical education teacher, male or female, who exhibits a wide range of behaviors, including warmth, cooperation, achievement, competence, gentleness, and vigor.
6. The physical education teacher, female or male, who demonstrates interest and expertise in a wide range of activities.
7. A physical education teacher who uses equal numbers of boys and girls to demonstrate--whether an activity is a traditionally "feminine" or "masculine" one.

SUBTLE SEX-ROLE MODELS

Some of the subtle forms of body language that are used for communication between men, between women, and between men and women reinforce sex-role stereotypes. These forms of communication go unnoticed until we consciously focus our attention to pick up certain cues. For example, some of the subtle forms of sex-role-stereotyped communication are given below:

1. Boys walk with large, heavy steps;
   girls walk with small, swinging steps.
2. Males exhibit a vigorous, aggressive posture;
   females exhibit a retiring, coy posture.
3. Male teachers push, hit, or playfully slap boys;
   they may put an arm around the shoulder of a girl.
4. Female teachers touch, pat, or hug the girls;
   they rarely touch or show affection to the boys.
5. Boys exhibit bravado--blustering, swaggering conduct;
   girls exhibit frivolous, teasing behavior.

Teachers should be conscious of their use of subtle forms of sex-role modeling when they interact with boys and girls. Physical activity has traditionally been associated with certain forms of body language that are considered male. Girls receive the message that such activity is not for them.

Sex-role modeling by students should also be a concern of teachers. When teachers reinforce the sex-role modeling of students, stereotyped interaction between students and teachers and among students is perpetuated.

AUDIOVISUAL RESOURCES AS MODELS

Audiovisual materials of all types provide models for students' behavior. Teachers should examine materials and select those which show girls and boys in nonstereotyped roles. General guidelines that will be helpful in evaluating audiovisual material are:

1. Materials should show boys and girls in approximately equal numbers.
2. Materials should show girls and boys in a variety of roles and activities.
3. Some materials should be selected particularly because they show girls and women in favorable ways; e.g., active, successful, and competent.
4. Some materials should be selected because they show boys and girls sharing in physical education.
5. Visual images (photographs, drawings) of girls and boys should not show only girls in slumping, passive postures and only boys in erect, attentive postures.
6. Audio materials (records, cassette tapes) which have music for rhythmic activity should not contain words that reflect sex-role stereotypes.

Some examples of questions that teachers might ask in evaluating certain kinds of audiovisual materials are listed below.

1. Skill charts
    a. Are there illustrations of both boys and girls performing the skill?
    b. Are girls and boys shown demonstrating activities that are not traditionally associated with their sex?
    c. Are girls depicted as being as skillful as the boys?
    d. Are there as many girls depicted as boys?

2. Bulletin boards

   a. If recognitions for outstanding performances are posted for boys, are they also posted for girls?

   b. Is intramural information for both sexes similar in space and attractiveness?

   c. Do pictures or posters promote the active participation of girls as well as boys?

3. Equipment and supply catalogs

   a. Is equipment shown for use by one sex only?

   b. Do sales catalogs show models of boys and girls that are not sex stereotyped?

   c. Do gymwear catalogs emphasize styles for boys that encourage activity and styles for girls that restrict activity? Are styles for girls binding and frilly, while styles for boys are loose and plain?

   d. Does gymwear have sex-assigned features such as color, material, and fabric, and bows and pockets for adornment?

4. Newsletters, bulletins, and notices

   a. Is information about summer camps and sports camps for both boys and girls posted?

   b. Are opportunities for events outside of the class or school posted for both girls and boys?

5. Promotional material

   a. Are articles written more frequently about the accomplishments of boys than girls?

   b. Do articles about girls describe their accomplishments without reference to their "feminine" characteristics?

   c. Do articles refer to boys as <u>men</u> and to girls as <u>ladies</u>?

   d. Are girls shown as participants in the center of action or as observers/spectators on the sidelines during an activity?

   e. Is a diminutive form used in references to girls or their teams but not to boys or their teams? For example, are the boys called the Eagles and the girls called the Eaglettes?

While none of these models alone can account for sex-role stereotype, the mechanisms they employ (i.e., imitation, learning through reinforcements, and cognitive development) all play a part in the process in learning and accepting sex-typed roles.

--Guttentag and Bray
(5, p. 16)

LANGUAGE*

Today people are becoming increasingly aware of the significance of language in defining people's roles. Sexist language assumes the inherent superiority of one sex or implies that certain actions and professions are appropriate for one sex but not the other. Sexist language limits the roles of both men and women.

This language comes from our past; it reflects beliefs that are being rapidly discarded. Sexist language is now inappropriate, because it fails to reflect the belief that women and men should have equal opportunities and, perhaps more important, because its continued use reinforces attitudes that are no longer acceptable.

In addition, there are important practical reasons for avoiding the use of sexist language. Numerous professional journals and book publishers now request that manuscript submissions avoid using sexist language. Also, persons who use language which implies limited roles based on sex risk giving the impression that they hold sexist attitudes. They also risk shifting the focus from what they are saying to the language they are using.

Clear communication is of particular concern to educators, who now face the task of changing the patterns of language use. Guidelines for nonsexist language developed by several groups and individuals (1, 2, 3, 4) may prove useful in this undertaking. Some of these guidelines are presented on the following pages.

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*This introductory statement is based to a great extent on materials from Isabelle White and Karen Greenough, Guidelines for Nonsexist Language (11, p. 1).

GUIDELINE: Use language that encompasses both sexes rather than the generic he or the generic she to represent all people. That is, (a) use he and she, her and his; (b) use nongender referents--you, student, people; (c) use they, students, people; (d) use articles rather than personal pronouns--a, an, the; (e) use the passive voice for verbs (this should be done sparingly); (f) omit pronouns.

Sexist Examples	Possible Alternatives
A student should select activities in which he is interested.	A student should select activities in which she or he is interested. Students should select activities which interest them.
Each person in the ninth grade should bring his lunch for the hike.	Each person in the ninth grade should bring a lunch for the hike.
A nurse should always wear her watch.	A nurse should always wear his/her watch. Nurses should always wear watches.

Rationale

To use the generic he with certain referents (e.g., worker) and the generic she for others (e.g., nurse) is exclusionary. It perpetuates sex-role stereotyping and thus encourages biased attitudes.

GUIDELINE: Interchange the use of men and women and he and she with women and men, she and he. Do not maintain the female-first use only when the reference is to a stereotypically female occupation.

Rationale

Varied use of female and male primary references offers a more egalitarian approach to communications.

GUIDELINE: Use a universal or neutral term instead of man.

Sexist Examples	Possible Alternatives
early man	early humans, early men and women
when man invented the wheel	when the wheel was invented
congressmen	members of congress
fireman	fire fighters
manmade	people-made, synthetic
righthand man	aide, assistant
Dear Sirs:/Gentlemen:	Dear People:/Gentlepeople:/Persons:

Rationale

In the English language, the word man has come to have two meanings: (a) adult male and (b) human being. The effect of this usage is to exclude or overlook women.

GUIDELINE: Exercise caution when you are assigning certain activities or roles to people or are otherwise differentiating between people purely on the basis of sex.

Sexist Examples	Possible Alternatives
the founding fathers	the founders, the founding mothers and fathers
Pioneers moved West, taking their wives and children with them.	Pioneer families moved West. Pioneer women and men moved West, taking the children with them.
In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	In New England, the typical farm was so small that the owners and their children could take care of it by themselves.
the common man, the man on the street	ordinary people, people on the street
the housewife who complains about high prices	the person who complains about high prices
The breadwinner wants to relax when he comes home.	The breadwinner wants to relax when he or she comes home.

Rationale

References only to one sex misrepresent reality and ignore the actual contributions of both sexes to the activity or role.

GUIDELINE: Avoid using a patronizing tone toward women. References to a woman's appearance, marital status, and family should not be made unless these items would be noteworthy in referring to a man in the same context.

Sexist Examples	Possible Alternatives
the fair sex; the weaker sex	women
girls in the office	women in the office, office staff
sculptress, suffragette, poetess, aviatrix, etc.	sculptor, suffragist, poet, aviator, etc.
man and wife	wife and husband, man and woman
The works of Hemingway, Steinbeck, and Miss Buck were widely read.	The works of Hemingway, Steinbeck, and Buck were widely read.
Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pumps.	Mr. McAllister, a handsome man with a full red beard and a mane of tawny hair, runs a garage in partnership with Mrs. McAllister, a striking blonde who works the pumps. Mr. and Mrs. McAllister run a garage.

Rationale

Patronizing references belittle women and perpetuate the biased attitude that women are not as important as men.

GUIDELINE: Do not use derogatory or demeaning references to women. Avoid implying that women, because they are women, are always dependent on male initiative.

Sexist Examples	Possible Alternatives
old maid	woman, single woman
libber	supporter of equal rights, feminist, liberationist
hysterical broad	angry woman
The ancient Egyptians allowed women considerable control over property.	Women in ancient Egypt had considerable control over property.
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.	Slaves tried to maintain family relationships, but the laws did not recognize slave marriages.
scatterbrained chick	forgetful woman

Rationale

Characterizing females in stereotyped ways is erroneous and belittling. Often, the traits which are stereotypically assigned to women are exhibited by both sexes.

Sex-role stereotyping and sex discrimination occur in the language used by physical educators. Here are some examples of sexist language and some possible nonsexist alternatives.

Sexist Examples	Nonsexist Alternatives
manpower to win	potential ability to win, team ability to win, physical strength to win
five-man teams	five-player teams, five-person teams
If a man is to compete well, he must be physicaliy fit.	If a person is to compete well, she/he must be physically fit.
Each captain is responsible for his team list.	Captains are responsible for their team lists.
When a good shooter aims for the basket, he looks at the rim.	When a good player aims for the basket, he/she looks at the rim.
plays like a man	plays well, is highly skilled
throws like a girl	has an immature throwing pattern, is unskilled
man-to-man defense	player-to-player defense, person-to-person defense
second baseman	second baseperson, second base
third man (lacrosse)	third person, third
always referring to class members as boys and girls or men and women	alternately use girls and boys, women and men, or class or everyone
sissy, tomboy	Omit these terms altogether.

EXERCISE 2

To check your understanding of the preceding material pertaining to changing sexist language, complete this learning exercise. In the space provided, write at least one nonsexist alternative to the example given of sexist language.

SEXIST EXAMPLE	NONSEXIST ALTERNATIVES
1. Neanderthal man	
2. Course title: "History of the Black Man in America"	
3. Policeman	
4. Outstanding pitchers are Seaver, Koufax, and Miss Joanie Joyce	
5. The typical American loyally supports his football team.	
6. The first-grade teacher can teach her class to bake cookies.	
7. That woman shot-putter is built like an ox.	
8. He bats like a girl.	
9. Teacher referring to coed soccer class: "Let's go, men!"	

ANSWERS (Possible Alternatives)

1. Neanderthal, Neanderthal women and men

2. "History of Black People in America"

3. Police officer

4. Outstanding pitchers are Seaver, Koufax, and Joyce.
   Outstanding pitchers are Tom Seaver, Sandy Koufax, and Joan Joyce.

5. Typical Americans support football teams.
   The typical American loyally supports his/her football team.

6. The first-grade teacher can teach his/her class to bake cookies.

7. That shot-putter is very strong.

8. He bats as though he hasn't had much practice.

9. "Let's go, folks!"

CLASS MANAGEMENT AND INSTRUCTION

The process of conducting a class includes class management procedures as well as actual teaching. This process commences as the teacher and students begin to assemble, and it continues throughout the class period until the students depart. All that transpires in the interim, either by intent or by coincidence, determines what is learned. The teacher's actions and behavior modeling; the learning environment, including bulletin boards and posters; the activities selected for the instructional segment; the things that people say to one another--all these things influence what students do, how learning is perceived, and how students proceed. In some instances, the teacher controls the class by using extensive structure. In other cases, the teacher permits considerable freedom to students to pursue learning in their own ways. Whatever approach is used, the teacher, interacting with the students, plays a major role in causing learning to occur.

If the teacher strives to develop a set of behaviors in the classroom setting that minimizes sex roles and stresses individual abilities, the teacher is acting in a way that contributes to the reduction of sex-role stereotyping. Many times, teachers are unaware of behaviors they exhibit which are counterproductive to the goals of bias-free education.

Sound teaching behavior stems from reason and logic, rather than from preconceived notions of what is appropriate for boys and girls. Below and on the following pages, examples of specific behaviors of physical education teachers are presented so that you can contrast bias-free behaviors with those that perpetuate sex-role stereotyping.

SEX-STEREOTYPED AND BIAS-FREE BEHAVIORS

Instead of	Teachers Should
pampering mildly injured girls and expecting boys to "shake it off," . . .	EXAMINE THE EXTENT OF THE INJURY AND ACT ACCORDINGLY WHEN A STUDENT IS INJURED.
allowing boys to play rough but officiating girls' games more closely, . . .	OFFICIATE ALL CLASS GAMES USING AGREED-UPON RULES.
calling girls by their first names and boys by their last names, . . .	USE ALL FIRST NAMES WHEN YOU ARE ADDRESSING STUDENTS.

SEX-STEREOTYPED AND BIAS-FREE BEHAVIORS

Instead of	Teachers Should
allowing girls more time to dress for class, . . .	EXPECT STUDENTS TO BE READY FOR CLASS AT A SET TIME.
appointing boys to all positions of responsibility, . . .	USE BOTH BOYS AND GIRLS AS DEMONSTRATORS AND IN OTHER LEADERSHIP CAPACITIES.
expecting girls to be neat while permitting boys to be sloppy, . . .	PROMOTE GROOMING CONSISTENT WITH SOUND HEALTH PRACTICES.
saying, "I'd like to have the boys get out the mats," or "Tom and Jim, would you close the windows," . . .	SAY, "FIRST PEOPLE IN THE GYM, PUT DOWN THE MATS," OR "LAST ONE OUT OF THE GYM, CLOSE THE WINDOWS."
teaching the boys' part and expecting the girls to follow, or demonstrating the boys' part and telling the girls to do the reverse, . . .	PRESENT INSTRUCTIONS FOR DANCE STEPS SO THAT BOTH MALE AND FEMALE PARTS ARE DESCRIBED DIRECTLY.
praising the excellent performances of boys and dismissing the good performances of girls as attributable to luck, . . .	REINFORCE ALL GOOD PERFORMANCES WHENEVER THEY OCCUR.
expecting boys to want to wrestle and girls to prefer to dance, . . .	EXPECT ENTHUSIASM FROM STUDENTS FOR ALL ACTIVITIES.
ignoring or expecting poorer performance from girls, or ridiculing boys who lose to girls, . . .	ENCOURAGE ALL STUDENTS TO ACHIEVE.

SEX-STEREOTYPED AND BIAS-FREE BEHAVIORS

Instead of	Teachers Should
perceiving that girls are concerned with appearance and boys with strength, . . .	TEACH ALL STUDENTS TO SET PERFORMANCE GOALS THAT ARE REALISTIC IN TERMS OF THEIR CAPACITIES.
expecting all boys to excel in physical activities, . . .	TEACH ALL STUDENTS TO RECOGNIZE AND ACCEPT THEIR PERFORMANCE LIMITATIONS.
allowing boys to use crude language and correcting girls for the same behavior, . . .	ACKNOWLEDGE ALL MISBEHAVIOR WHEN IT OCCURS.
disciplining by telling the boys to run 10 laps and the girls to write a paper, . . .	DISCIPLINE ALL STUDENTS ACCORDING TO ESTABLISHED CODES.
approving, and thereby reinforcing, sexual innuendos or insinuations (e.g., a boy making unnecessary contact in spotting a girl) or calling attention to incidences in which physical contact occurs (e.g., when a boy and girl end up in a pile together as a result of a simple mishap), . . .	DEAL WITH STUDENTS INVOLVED IN "TOUCHING" ACTIVITIES WITHOUT USING SEXUAL OVERTONES.
speaking to students of one sex in language different from that used in a mixed group, or touching students of one sex and not the other, or exhibiting behavior before one sex that is not exhibited before the other, . . .	COMMUNICATE WITH A MIXED-SEX GROUP IN THE SAME MANNER AS YOU WOULD WITH THE SAME-SEX GROUP.

SEX-STEREOTYPED AND BIAS-FREE BEHAVIORS

Instead of	Teachers Should
expecting boys to require less practice, or expecting girls to learn more slowly, . . .	EXPECT ALL STUDENTS TO PRACTICE AND LEARN AT A RATE CONSISTENT WITH THEIR INDIVIDUAL ABILITIES.
permitting boys to dominate class discussions, . . .	SOLICIT RESPONSES FROM BOTH BOYS AND GIRLS WHEN THEY ARE WORKING ON CLASS PROBLEMS.
engaging in serious conversations with boys and lighter conversations with girls, . . .	DISCUSS BOTH CASUAL AND SERIOUS TOPICS IN A NATURAL MANNER WITH BOTH SEXES.
giving boys' errors more and closer appraisal and giving girls' fewer, more general corrections, or giving boys more attention in team sports and girls more attention in gymnastics, . . .	APPRAISE THE PERFORMANCES OF STUDENTS ACCORDING TO THE ERRORS OBSERVED.
encouraging boys in dance but treating the efforts of girls in football as being less serious, . . .	SUPPORT ALL INDICATIONS OF STUDENT INTEREST IN ACTIVITIES MORE COMMONLY PARTICIPATED IN BY THE OTHER SEX.

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